CASTLE BROMWICH INFANT AND NURSERY SCHOOL

ACCESSIBILITY POLICY

APPROVED BY GOVERNORS

REVIEWED BY MRS JULIE O'REILLY

Date: November 2026 Review Date: November 2027

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

• Increase the extent to which disabled pupils can participate in the curriculum

• Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

• Improve the availability of accessible information to disabled pupils

• Our school aims to treat all its pupils fairly and with respect.

This involves providing access and opportunities for all pupils without discrimination of any kind. Castle Bromwich Infant and Nursery School believes that it is the right of all children to be included in their education. We believe that this right extends to everyone associated or connected with Castle Bromwich Infant and Nursery School. To this end we will endeavour to make our school and its facilities accessible to all. This we will do within our resources and in conjunction with Solihull Local Authority. We believe that inclusive education is the right of every child and that an inclusive environment promotes a sense of belonging and enables all children to thrive socially, emotionally and academically.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Definition of Disability: According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background:

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out proposals for our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

• Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

• Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

• Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies:

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement
- Teaching and Learning policy
- Inclusion & Equal Opportunities policies
- Behaviour/and Anti-bullying policy
- PSHE and Citizenship guidelines
- SEND Information Report
- Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Behaviour and Relationships Policy

Training:

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Current Accessibility Arrangements

- Step-free access to main entrances.
- Disabled toilet facilities.
- Accessible parking spaces
- Use of visual timetables.
- Individual healthcare plans.
- Accessibility through Class Dojo translation tools.
- Hearing and visual support equipment where required supplied by Solihull authority
- Risk assessments completed for educational visits.

Curriculum Access

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

AUDIT OF CURRENT PROVISION

Curriculum Access

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure new classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Recommended online learning modules if appropriate	As required	SENCO	Staff evaluations and performance management discussions demonstrate increased confidence in supporting pupils with disabilities and SEND.

Continue to ensure all staff are aware of disabled children's curriculum access	individual needs-based plans for disabled pupils when required Information sharing with all agencies involved with child Regular review meetings with teachers/parents and SENCO	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning effectively	Make sure software installed where needed IpadsICTequipment regularly updated	As required	ICT subject ICT network manager	Appropriate assistive technology and SEND resources are used consistently to support access to learning.
Ensure staff have relevant training on adaptive teaching strategies in order to support the individual needs of children.	Outcomes of Year Group Reviews (ongoing monitoring of teaching and learning) helps to identify support needs. Staff to receive tailored support.	As required	Senco/SLT/HT/MAT School Improvement Lead	Teachers have **adequate support and training** to meet the needs of individual children.
Continue to ensure all educational visits to be accessible to all	Ensure each new venue is vetted for appropriate facilities	As required	HT/Year Leaders/ Class teachers/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Train identified personnel to administer first id/medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel.	As required	SENCO/HT/Business Manager/First Aiders	Clear agreed procedure for administering medication

Premises Access

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Provision, in exceptional cases, will be developed when a pupil's specific needs are known.

Target	Strategies	Time-scale	Responsibility	Success criteria
Consider the use/ management of staging in year group performances for disabled/ wheelchair users.	To Consider the layout of the staging so a wheelchair user is able to participate.	On-going	Year teams Senco Site manager	Children with SEND/ disabilities don't feel isolated and are part of the year group performances.
To complete an environmental audit to maximise access of the environment indoors and out	Environmental Audit based on LA Accessibility Audit	Annually	Site manager/business manager	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment

Emergency Evacuation Arrangements

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure safe evacuation for disabled pupils and visitors	Develop Personal Emergency Evacuation Plans (PEEPs) where required	As needed	Headteacher/Site Manager	All individuals can be evacuated safely

Access to Information Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure all staff are aware of and consistently use accessible written formats	Guidance to staff accessible information/resource	On-going	SENCO	Staff produce their own information that is communication-friendly consistently across the school.
Ensure information is available in alternative formats	Provide large print, translated documents and visual supports where required	On-going	SENCO	Information accessible to all families
To make use of language translators on communication platforms (i.e. Class Dojo) to support communication with parents.	To support parents to access translation features on online platforms.	On-going	Senco/Class teacher	Information easily accessible for parents who speak different languages.

Monitoring and Review the Accessibility Plan will be monitored by the Headteacher, SENDCo and Governing Body. Progress against targets will be reviewed annually and the plan updated to reflect the changing needs of pupils, staff, parents and visitors.